## **Index to Volume 38**

This index includes feature articles, *Reflections from the Field*, *Reflections on the Field*, commentaries, and book reviews published in Volume 38. The book reviews included in this index have been posted on the *AEQ* web page during the last year. Go to http://www.aaanet.org/cae/aeq/br/index.htm.

## Titles

- A Shift in Emphasis: Comments on CAE's New Mission Statement. Kathryn M. Anderson-Levitt. 38(4):317–322.
- Amish Education in the United States and Canada (Dewalt). Train Up a Child: Old Order Amish and Mennonite Schools (Johnson-Weiner). Reviewed by David McConnell.
- Beatrice Medicine and the Anthropology of Education: Legacy and Vision for Critical Race/Critical Language Research and Praxis. Donna Deyhle and Teresa L. McCarty. 38(3):209–220.
- Beyond Acting White: Reframing the Debate on Black Student Achievement (Hovart and O'Connor, eds.). Reviewed by Stephanie Power Carter.
- Biliteracy and Schooling in an Extended-Family Nicaraguan Immigrant Household: The Sociohistorical Construction of Parental Involvement. Julia Menard-Warwick. 38(2):119–137.
- Bringing Navajo Storytelling Practices into Schools: The Importance of Maintaining Cultural Integrity. Donna J. Eder. 38(3):278–296.
- Collaborative Teacher Leadership: How Teachers Can Foster Equitable Schools (Krovetz and Arriaza). Reviewed by Marta P. Baltodano.
- Creating Classroom Cultures: One Teacher, Two Lessons, and a High-Stakes Test. Linda Valli and Marilyn Chambliss. 38(1):57–75.
- Critical Race Theory in Education: All God's Children Got a Song (Dixon and Rousseau, eds.). Reviewed by Christopher Milk.
- Diaspora and the Anthropology of Latino Education: Challenges, Affinities, and Intersections. Sofia Villenas. 38(4):419–425.
- Elusive Justice: Wrestling with Difference and Educational Equity in Everyday Practice (El-Haj). Reviewed by Sue Feldman and Michael S. Knapp.
- Feminist Anthropology: Past, Present, and Future (Geller and Stockett, eds.). Reviewed by Sonia Beatriz dos Santos.
- For Goodness Sake: Religious Schools and Education for Democratic Citizenry (Feinberg). Reviewed by James G. Huff.
- Framing Indigenous Languages as Secondary to Matrix Languages. Barbra A. Meek and Jacqueline Messing. 38(2);99–118.
- From Oppression to Grace: Women of Color and Their Dilemmas within the Academy (Berry and Mizelle, eds.). Reviewed by Lourdes Diaz-Soto.
- Growing Up in a Culture of Respect: Child Rearing in Highland Peru (Bolin). Reviewed by David F. Lancy.
- High-Stakes Accountability, Minority Youth, and Ethnography: Assessing the Multiple Effects. Kris Sloan. 38(1):24–41.
- I Compagni: Understanding Children's Transition from Preschool to Elementary School (Corsaro and Molinari). Reviewed by Terri Jo Swim.

- Intentionality and Expertise: Learning from Observations of Children at Play in Multilingual, Multicultural Contexts. Susi Long, Dinah Volk, and Eve E. Gregory. 38(3):239–259.
- Introduction to the Special Issue: No Child Left Behind (NCLB) and Minority Youth: What the Qualitative Evidence Suggests. Angela Valenzuela, with Linda Prieto and Madlene P. Hamilton. 38(1):1–8.
- John Dewey and the Art of Teaching: Toward Reflective and Imaginative Practice (Simpson, Jackson, and Aycock). Reviewed by Julie G. Canniff.
- Language Learning and the Politics of Belonging: Women Refugees *Becoming* and *Being* "American." Doris S. Warriner. 38(4):343–359.
- Language, Space, and Power: A Critical Look at Bilingual Education (Hadi-Tabassum). Reviewed by Carlos J. Ovando.
- Law and Society in Seattle: Law-Related Education as Culturally Responsive Teaching, Steven L. VanderStaay. 38(4):360–379.
- Learning in Places: The Informal Education Reader (Bekerman, Burbules, and Silberman-Keller, eds.). Reviewed by Zeus Leonardo.
- Managing to be Different: Educational Leadership as Critical Practice (Scapp). Reviewed by Mary E. Gardiner.
- Muslim Youth: Tensions and Transitions in Tajikistan (Harris). Reviewed by Sam Kaplan.
- Navigating Contradictory Communities of Practice in Learning to Teach for Social Justice. Maria Timmons Flores. 38(4):380–404.
- On NCATE Standards and Culture at Work: Conversations, Hegemony, and (Dis-) Abling Consequences. Hervé Varenne. 38(1):16–23.
- "Our Beloved Cherokee": A Naturalistic Study of Cherokee Preschool Language Immersion. Lizette Peter. 38(4):323–342.
- ¿Qué Onda?: Urban Youth Culture and Border Identity (Bejarano). Reviewed by Nancy Ríos.
- Rancheros in Chicagoacán: Language and Identity in a Transnational Community (Farr). Reviewed by Janclle Johnson.
- Scientifically Debased Research on Learning, 1854–2006. Ray McDermott and Kathleen D. Hall. 38(1):9–15.
- Socialization, Land, and Citizenship Among Aboriginal Australians: Reconciling Indigenous and Western Forms of Education (Nichol). Reviewed by Karen Ann Watson-Gegeo.
- Stepping beyond *Si se Puede: Dichos* as Cultural Resource in Mother-Daughter Interaction in a Latino Family. Mariella Espinoza-Herold. 38(3):260–277.
- Struggles over Difference: Curriculum, Texts, and Pedagogy in the Asia-Pacific (Nozaki, Openshaw and Luke, eds.). Reviewed by Hwa-Wei Lee.
- Students Serving Christ: Understanding the Role of Student Subcultures on a College Campus. Peter Magolda and Kelsey Ebben. 38(2):138–158.
- Surviving the Transition? Case Studies of Schools and Schooling in the Kyrgyz Republic since Independence (DeYoung, Reeves, and Valyayeva). Reviewed by Sandra Romenska.
- Swimming: On Oxygen, Resistance, and Possibility for Immigrant Youth under Siege. Michelle Fine, with Reva Jaffe-Walter, Pedro Pedraza, Valerie Futch, and Brett Stoudt. 38(1):76–96.

- Taking Sides: To School or Not to School Squatters' Children. Yves Dutercq and Claudette Lafaye. 38(2):178–194.
- Teaching as Principled Practice: Managing Complexity for Social Justice (Kroll, Cossey, Donahue, Galguera, LaBoskey, Richert, and Tucker). Reviewed by Patricia E. Calderwood.
- The Color of Success: Race and High-Achieving Urban Youth (Conchas). Reviewed by Eliane Rubinstein-Avila.
- The Cultural Politics of the Texas Educational Reform Agenda: Examining Who Gets What, When, and How. Cinthia S. Salinas and Michelle Reidel. 38(1):42–56.
- The Difference that Diaspora Makes: Thinking Through the Anthropology of Immigrant Education in the U.S. Ritty A. Lukose. 38(4):405–418.
- The Lives and Work of Beatrice Medicine and Vine Deloria Jr. Bryan McKinley Jones Brayboy, K. Tsianina Lomawaima, and Malia Villegas. 38(3):231–238.
- The Pedagogical State: Education and the Politics of National Culture in Post-1980 Turkey (Kaplan). Reviewed by Amy Stambach.
- The Power of Contexts: Teaching and Learning in Recently Desegregated Schools. Thandeka Chapman. 38(3):297–316.
- Treatise That Dominate and Literacy That Empower? I Wish It Was All in Ojibwemowin. Harry Wolcott. 38(2):195–206.
- Vine Deloria, Jr. as a Philosopher of Education: An Essay of Remembrance. Troy A. Richardson. 38(3):221–230.
- Warring Souls: Youth, Media and Martyrdom in Post-Revolution Iran (Varzi). Reviewed by Courtney Desiree Morris.
- With Literacy and Justice for All: Rethinking the Social in Language and Education. 3rd edition (Edelsky). Reviewed by Kristen Lochrie.
- Working-Class/Poor Mothers and Middle-Class Others: Psychosocial Considerations in Home-School Relations and Research. Stephanie Jones. 38(2):159–177.

## Authors

- Anderson-Levitt, Kathryn M. A Shift in Emphasis: Comments on CAE's New Mission Statement. 38(4):317–322.
- Baltodano, Marta P. Review of Collaborative Teacher Leadership: How Teachers Can Foster Equitable Schools (Krovetz and Arriaza).
- Brayboy, Bryan McKinley Jones, with K. Tsianina Lomawaima and Malia Villegas. The Lives and Work of Beatrice Medicine and Vine Deloria Jr. 38(3):231–238.
- Calderwood, Patricia E. Review of Teaching as Principled Practice: Managing Complexity for Social Justice (Kroll, Cossey, Donahue, Galguera, LaBoskey, Richert, and Tucker).
- Canniff, Julie G. Review of John Dewey and the Art of Teaching: Toward Reflective and Imaginative Practice (Simpson, Jackson, and Aycock).
- Carter, Stephanie Power. Review of Beyond Acting White: Reframing the Debate on Black Student Achievement (Hovart and O'Connor, eds.).
- Chapman, Thandeka. The Power of Contexts: Teaching and Learning in Recently Desegregated Schools. 38(3):297–316.

- Deyhle, Donna, and Teresa L. McCarty. Beatrice Medicine and the Anthropology of Education: Legacy and Vision for Critical Race/Critical Language Research and Praxis. 38(3):209–220.
- Diaz-Soto, Lourdes. Review of From Oppression to Grace: Women of Color and Their Dilemmas within the Academy (Berry and Mizelle, eds.).
- dos Santos, Sonia Beatriz. Review of Feminist Anthropology: Past, Present, and Future (Geller and Stockett, eds.).
- Dutercq, Yves, and Claudette Lafaye. Taking Sides: To School or Not to School Squatters' Children. 38(2):178–194.
- Eder, Donna J. Bringing Navajo Storytelling Practices into Schools: The Importance of Maintaining Cultural Integrity. 38(3):278–296.
- Espinoza-Herold, Mariella. Stepping beyond *Sí se Puede: Dichos* as Cultural Resource in Mother-Daughter Interaction in a Latino Family. 38(3):260–277.
- Feldman, Sue, and Michael S. Knapp. Review of Elusive Justice: Wrestling with Difference and Educational Equity in Everyday Practice (El-Haj).
- Fine, Michelle, with Reva Jaffe-Walter, Pedro Pedraza, Valerie Futch, and Brett Stoudt. Swimming: On Oxygen, Resistance, and Possibility for Immigrant Youth under Siege. 38(1):76–96.
- Flores, Maria Timmons. Navigating Contradictory Communities of Practice in Learning to Teach for Social Justice. 38(4):380–404.
- Gardiner, Mary E. Review of Managing to be Different: Educational Leadership as Critical Practice (Scapp).
- Huff, James G. Review of For Goodness Sake: Religious Schools and Education for Democratic Citizenry (Feinberg).
- Johnson, Janelle. Review of Rancheros in Chicagoacán: Language and Identity in a Transnational Community (Farr).
- Jones, Stephanie. Working-Class/Poor Mothers and Middle-Class Others: Psychosocial Considerations in Home-School Relations and Research. 38(2):159–177.
- Kaplan, Sam. Review of Muslim Youth: Tensions and Transitions in Tajikistan (Harris).
- Lancy, David F. Review of *Growing Up in a Culture of Respect: Child Rearing in Highland Peru* (Bolin).
- Lee, Hwa-Wei. Review of Struggles over Difference: Curriculum, Texts, and Pedagogy in the Asia-Pacific (Nozaki, Openshaw, and Luke, eds.).
- Leonardo, Zeus. Review of Learning in Places: The Informal Education Reader (Bekerman, Burbules, and Silberman-Keller, eds.).
- Lochrie, Kristen. Review of With Literacy and Justice for All: Rethinking the Social in Language and Education. 3rd edition (Edelsky).
- Long, Susi, with Dinah Volk and Eve E. Gregory. Intentionality and Expertise: Learning from Observations of Children at Play in Multilingual, Multicultural Contexts. 38(3):239–259.
- Lukose, Ritty A. The Difference that Diaspora Makes: Thinking Through the Anthropology of Immigrant Education in the U.S. 38(4):405–418.

- Magolda, Peter, and Kelsey Ebben. Students Serving Christ: Understanding the Role of Student Subcultures on a College Campus. 38(2):138–158.
- McConnell, David. Review of *Amish Education in the United States and Canada* (Dewalt) and *Train Up a Child: Old Order Amish and Mennonite Schools* (Johnson-Weiner).
- McDermott, Ray, and Kathleen D. Hall. Scientifically Debased Research on Learning, 1854–2006. 38(1):9–15.
- Meek, Barbra A., and Jacqueline Messing. Framing Indigenous Languages as Secondary to Matrix Languages. 38(2):99–118.
- Menard-Warwick, Julia. Biliteracy and Schooling in an Extended-Family Nicaraguan Immigrant Household: The Sociohistorical Construction of Parental Involvement. 38(2):119–137.
- Milk, Christopher. Review of Critical Race Theory in Education: All God's Children Got a Song (Dixon and Rousseau, eds.).
- Morris, Courtney Desiree. Review of Warring Souls: Youth, Media and Martyrdom in Post-Revolution Iran (Varzi).
- Ovando, Carlos J. Review of Language, Space, and Power: A Critical Look at Bilingual Education (Hadi-Tabassum).
- Peter, Lizette. "Our Beloved Cherokee": A Naturalistic Study of Cherokee Preschool Language Immersion. 38(4):323–342.
- Richardson, Troy A. Vine Deloria, Jr. as a Philosopher of Education: An Essay of Remembrance. 38(3):221–230.
- Ríos, Nancy. Review of ¿Qué Onda?: Urban Youth Culture and Border Identity (Bejarano).
- Romenska, Sandra. Review of Surviving the Transition? Case Studies of Schools and Schooling in the Kyrgyz Republic since Independence (DeYoung, Reeves, and Valyayeva).
- Rubinstein-Avila, Eliane. Review of *The Color of Success: Race and High-Achieving Urban Youth* (Conchas).
- Salinas, Cinthia S., and Michelle Reidel. The Cultural Politics of the Texas Educational Reform Agenda: Examining Who Gets What, When, and How. 38(1):42–56.
- Sloan, Kris. High-Stakes Accountability, Minority Youth, and Ethnography: Assessing the Multiple Effects. 38(1):24–41.
- Stambach, Amy. Review of *The Pedagogical State: Education and the Politics of National Culture in Post-1980 Turkey* (Kaplan).
- Swim, Terri Jo. Review of I Compagni: Understanding Children's Transition from Preschool to Elementary School (Corsaro and Molinari).
- Valenzuela, Angela, with Linda Prieto and Madlene P. Hamilton. Introduction to the Special Issue: No Child Left Behind (NCLB) and Minority Youth: What the Qualitative Evidence Suggests. 38(1):1–8.
- Valli, Linda, and Marilyn Chambliss. Creating Classroom Cultures: One Teacher, Two Lessons, and a High-Stakes Test. 38(1):57–75.
- VanderStaay, Steven L. Law and Society in Seattle: Law-Related Education as Culturally Responsive Teaching. 38(4):360–379.

- Varenne, Hervé. On NCATE Standards and Culture at Work: Conversations, Hegemony, and (Dis-)Abling Consequences. 38(1):16–23.
- Villenas, Sofia. Diaspora and the Anthropology of Latino Education: Challenges, Affinities, and Intersections. 38(4):419–425.
- Warriner, Doris S. Language Learning and the Politics of Belonging: Women Refugees *Becoming* and *Being* "American." 38(4):343–359.
- Watson-Gegeo, Karen Ann. Review of Socialization, Land, and Citizenship Among Aboriginal Australians: Reconciling Indigenous and Western Forms of Education (Nichol).
- Wolcott, Harry. Treatise that Dominate and Literacy that Empower? I wish it was all in Ojibwemowin. 38(2):195–206.

